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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects help students find out how companies advertise job vacancies, determine the criteria of well-written job application forms, write a leaflet explaining how to complete job applications, and plan an induction program for trainees. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265321

The new employee

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CORE SKILLS PROJECT
YTS

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This project is designed to help a trainee working in the personnel office to understand how new employees are recruited, inducted, and introduced to the work of the company. It requires close supervision in order to ensure that access to confidential information is very carefully controlled.

SUMMARY

The trainee is required to:

- find out how the company advertises job vacancies and what qualifications are required
- consult the personnel file and examine selected application forms
- write a leaflet giving advice on how to complete application forms
- plan an induction programme for a trainee

SUPERVISOR'S NOTES

INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the Trainee's Review page.

ADDITIONAL NOTES

Please ensure that the trainee understands the confidential nature of personnel work and only has access to information which you deem to be appropriate.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

Even though unemployment has reached very high levels, people do still change their jobs and firms do need to advertise for new employees. Some workers move for promotion, some to be nearer relatives, some change occupations altogether, and many retire each year. All this means that vacancies do still occur and companies must recruit. Because of the recession and increased competition it is even more essential for companies to engage the right employees — those who are easily trained, conscientious and efficient. It is one of the important functions of the personnel department to ensure that the right people are placed in the right jobs. Mistakes can be very costly and difficult to rectify. No one likes to dismiss workers, particularly if it is the selection process itself which is at fault.

SITUATION

Designed for a trainee working in the personnel office of a medium-sized manufacturing company.

PURPOSES

Doing this project will enable you to learn more about induction and employment of new staff. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important core skills that they contain. When you have finished each task, ask your supervisor to tell you how well he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

Task	Core skills	
1. Planning a job advertisement in the local press	Plan to present information	9.6
	Work out numerical information	1.2
	Find out information by: speaking to other people; from written sources; by observing.	6.1/2/3
2. Analysing completed application forms	Provide information in writing and by means of tables and diagrams	7.3
	Find out information from written sources	6.2
3. Selecting employees by interview	Plan how to find information	9.7
	Plan how to present information	9.6
4. Planning a company induction programme	Plan the order of activities	9.1
	Plan how to communicate for a particular purpose	9.5
	Discuss with other people in the workplace how things are to be done	8.6

ACTION PLAN

Please remember at all times that information held in personnel records is confidential to that department. Therefore you must **NOT** disclose any information you may find to **ANYONE** without consulting your supervisor. Before you start this project, read it through carefully on your own and make sure that you fully understand what you have to do. Think through the various tasks and discuss with your supervisor any sections which you do not understand, or which you feel may be difficult for you to complete.

TASK 1

Your firm will probably advertise in the jobs column of your local newspaper.

1. Find out where your company keeps copies of advertisements for jobs placed in the local press (if your company does not keep these copies use any recent job advertisements in the local paper).

   Examine these advertisements carefully and make notes of the essential information given about jobs and about the qualities and qualifications required of applicants. Note also the layout of the advertisements and other details about how applicants are to respond.

2. Find out by phoning your local paper the scale of charges for these advertisements.

3. Plan and design an advertisement which would be suitable for your own job. Aim for an eye-catching presentation, giving all the relevant information, which does not exceed the cost agreed by your supervisor (give the actual cost of the advert).

TASK 2

The next stage in recruiting the new employee, after he/she has replied to your advert, is for him/her to complete your company's application form.

1. Obtain copies of your company's application form. Many firms use two forms — one for staff and a different one for workers in the factory. Compare these two forms and note the differences. Find out the reason for these differences.

2. Ask if you can be allowed to examine a selection of completed application forms, which you will probably find in the Personnel file.

   Compile a list of at least six things that candidates do which make their forms unacceptable to the Personnel Office.

3. Ask your supervisor to allow you to examine the completed application forms for any jobs that your firm is advertising. Put yourself in the position of a Departmental Manager and decide which application forms would lead you to wish to interview the person and which application forms would put you off. Present the information in the form of a table with names down the side and personal qualities (like "relevant experience") across the top. Identify at least five things that you would look for in candidates for this particular job. Now, using your table, identify a "short list" of candidates whom you would wish to interview (don't use real names). Give reasons for rejecting at least three candidates.

4. Using the experience you have gained so far in this project, write a leaflet aimed at a young person looking for a job, giving advice on how to complete application forms. You may wish to quote examples from the completed forms you have examined.

5. Do you have any suggestions for improving the company's application form? If so, make a note of them and put them to your supervisor.

TASK 3

The next important stage in selecting a new employee is the interview. Many people who seem well qualified for a job fail at this stage, because they have interviewed badly.

1. Ask your supervisor if you can "sit in" on an interview. Prepare for this by drawing up a set of questions you would ask to reveal the candidate's qualities — compile at least 12 questions. Compare your list with the actual questions to be asked — have you missed any important questions? Has the interviewer missed any important questions that you think you would ask?

2. During the interview make notes on the candidate's performance under headings which you have previously prepared — some of which may be similar to your headings in Task 2 part 3, with additional headings about performance, e.g., confidence and general manner.

   After the interview, discuss, using your own notes, the reasons for the appointment of one candidate and the rejection of the others with the interviewers.

3. Now that you know something about interview techniques, draw up a set of "hints" on what to do and what not to do when being interviewed. These "hints" could be typed, copied, and given to all trainees who leave the scheme, or who go for an interview for a job. Remember that people sometimes get "flustered" when attending interviews so your advice needs to be easily remembered.

TASK 4

Now that the new employee has been selected he/she will need a programme of induction to the company. This programme should help the new employee to find his/her way around and introduce him/her to the procedures adopted for sick pay, pension schemes, sports clubs, etc.

Using your own experiences, and those of other trainees, plan an induction programme, along with useful leaflets and hand-outs, for a group of new employees, or YTS trainees. You might use some of the materials you received during your induction, or you might see improvements that could have been made. Your plan should include a time-table and at least the following elements:

(i) A planned tour around the company along with a brief explanation of the products of the company and the work of each department.

(ii) A plan of the factory indicating the route to be followed and an estimate of the time taken.

(You can try this out on a group of other trainees and obtain some feed-back on how well it went, or perhaps your company would allow you to take other visitors round.)

(iii) A talk by the Union representative on what the Union has to offer. See your Union representative and check any hand-out material which he plans to use. Discuss, and estimate, the timing of the talk and what he plans to say, or get trainees to do. Do not be afraid to make suggestions on how this part of the programme may be improved.

(iv) A talk by the Safety Officer. Find out what he plans to say and estimate the length of his presentation. You might wish to redesign some material or to add to his programme.

Your induction scheme will include more than the suggestions given above. Remember that people learn best by doing, rather than by being told, so try to include some activities in your programme. It would also be useful on your tour of the factory if you could build in a few simple tasks for people to do, such as clocking in or operating a press — it all adds interest. Do, however, check the safety aspects of the tasks with your supervisor.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and disuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT
explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example:

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided:

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE THE NEW EMPLOYEE WBP NO DATE

TRAINEE'S NAME SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1.3	Plan how to present information (9.6)							
1	Work out numerical information (1.2)							
	Find out information by speaking to other people (6.1)							
	Find out information by observing (6.3)							
1.2	Find out information from written sources (6.2)							
2	Provide information in writing and by means of tables and diagrams (7.3)							
3	Plan how to find information (9.7)							
4	Plan the order of activities (9.1)							

ASSESSMENT FORM continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
4 (cont)	Plan how to communicate for a particular purpose (9.5)							
	Discuss with other people in the workplace how things are to be done (8.6)							